

UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1915, NO. 40

WHOLE NUMBER 667

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

COMPILED BY THE LIBRARY DIVISION OF THE
BUREAU OF EDUCATION, UNDER THE DIREC-
TION OF JOHN D. WOLCOTT, CHIEF OF DIVISION

OCTOBER, 1915



WASHINGTON
GOVERNMENT PRINTING OFFICE
1915

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology; Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Sex hygiene—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—School gardens—Professional education—Education of women—Negro education—Education of deaf and blind—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

INTRODUCTORY NOTES.

The following is a selection of recent educational books of importance, the numbers in parentheses referring to the full entries in this bulletin: Graves, A student's history of education (1092); Foster, Debating for boys (1129); Bachman, Problems in elementary school administration (1174); National society for the promotion of industrial education, Proceedings, 1914 (1198); Bloomfield, Readings in vocational guidance (1208).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

1088. **Mississippi teachers' association.** Proceedings of the thirtieth annual meeting . . . Laurel, Miss., April 29 to May 1, 1915. Brookhaven, Miss., Lincoln county times, 1915. 143 p. 8°. (H. L. McCleskey, secretary, Hazlehurst, Miss.)

Contains: 1. P. P. Claxton: [Report of Dr. Claxton's address on the six-six plan], p. 37-39. 2. L. B. Evans: What we owe our children, p. 39-41. 3. B. L. Hatch: The course of study and the principles underlying its determination, p. 72-76. 4. S. C. Hall: Should essentials of a course of study vary to satisfy social demands in different school districts, p. 76-81. 5. Mabel Mitchell: Using home science as a means of more closely connecting the home and school, p. 82-85. 6. Mary Stokes: Co-operation between the elementary school and the state, p. 90-94. 7. J. J. Dawsey: Classification of schools, p. 97-102. 8. A. L. Bonduant: Live Latin, p. 104-8. 9. Should our educational system include activities whose special purpose is preparation for war? From the standpoint of the college [by] D. M. Nelson, p. 108-10; From the standpoint of the common schools [by] Anna Jones, p. 110-11; From the standpoint of the home [by] Mrs. G. D. Booth, p. 111-12.

1089. **Ohio state teachers' association.** Proceedings—sixty-eighth year, June 30 to July 2, 1915. Ohio educational monthly, 64: 350-431, August 1915.

Contains: 1. P. E. Cromer: Attendance problem, p. 361-63. 2. J. H. Cook: Consolidation—an indispensable feature of modern rural education, p. 263-67. 3. L. T. Skeggs: The social opportunity of the rural school, p. 367-71. 4. G. J. Keinath: The curriculum of the country school, p. 371-73. 5. Teacher training in Ohio—H. B. Williams: The raw material, p. 373-77; H. C. Minnich: Possibilities and limitations, p. 377-79. 6. G. W. Knight: Agencies for training teachers in Ohio, p. 379-84. 7. H. G. Williams: A question of standards, p. 384-91.

1090. **Vermont state teachers' association.** Report of the sixty-fifth annual convention, St. Johnsbury, Vt., October 15-17, 1914. 128 p. (Margaret R. Kelley, secretary, Derby, Vt.)

Contains: 1. E. B. Smith: Practical medical inspection, p. 20-23. 2. W. H. Crawshaw: The human element in education, p. 24-29. 3. W. S. Learned: The teacher's interest in the teacher, p. 31-42. 4. M. B. Millegas: Some standards for judging the school's efficiency, p. 42-46. 5. G. S. Wright: The grading of adolescent pupils; a plea for a system which does not sacrifice the welfare of the pupil to subject matter, p. 55-59. 6. M. D. Chittenden: What subjects of the traditional high school course can best be displaced by a course in manual training or home economics, p. 59-65. 7. C. H. Willey: Elementary schools. Some troubles and how I have met them, p. 65-71. 8. W. A. Beebe: Keeping children after school: its use and abuse, p. 78-79. 9. F. F. Jenks: Agricultural education in our public schools, p. 80-88. 10. A. C. Furd: How to make country life more satisfying, p. 89-94. 11. E. L. Ingalls and J. L. McBrien: Boys' and girls' clubs, p. 94-100. 12. David Snedden: Some current problems in education, p. 107-11.

EDUCATIONAL HISTORY.

1091. **Fiak, Carl R.** The English parish and education at the beginning of American colonization. School review, 23: 433-49, September 1915.

Interesting historical sketch, with copious bibliographical references and notes.

1092. **Graves, Frank Pierrepont.** A student's history of education. New York, The Macmillan company, 1915. 453 p. 12°.

"Supplementary reading" at end of each chapter.

1093. **Sandys, Sir John Edwin.** A short history of classical scholarship from the sixth century B. C. to the present day. Cambridge, University press, 1915. 455 p. illus. 8°.

1094. **Spranger, Eduard.** Der zusammenhang von politik und pädagogik in der neuzeit. Umriss zu einer geschichte der deutschen schulgesetzgebung und schulverfassung. (Fortsetzung.) § 17. Ludolph Beckedorff. Die deutsche schule, 19: 283-93, May 1915.

For references to earlier installments see: Monthly record of current educational publications, 1914, item 1478; 1915, item 890.

1095. **Wells, Guy F.** The first school survey. Educational review, 50: 166-74, September 1915.

First survey undertaken by Rhode Island in 1843. Conducted by Henry Barnard, who was asked by the legislature to draw up a bill revising the school code. With a few changes his bill was enacted in 1845.

CURRENT EDUCATIONAL CONDITIONS.

1096. **Alabama.** Dept. of education. The elimination of illiteracy in Dale County; report of a visit of the rural school agent. Montgomery, Alabama illiteracy commission, 1915. 31 p. illus. 8°.

1097. **Boise, Id.** Board of education. Special report of the Boise public schools. [Boise, Id.] 1915. 96 p. 8°.

1098. **Brown, Elmer E.** Educational progress of the past fifteen years. American education, 19: 12-17, September 1915.

Address delivered at the Congress of education, Oakland, California, August 16, 1915.

1099. **Castelli, Giuseppe and Brasca, Luigi.** Le istituzioni scolastiche. Torino [etc.] Unione tipografico-editrice torinese, 1915. 326 p. 8°. (Biblioteca di ragioneria applicata. vol. XI, monografia 22)

CONTENTS.—pte. I. Natura e fini delle istituzioni scolastiche (G. Castelli).—pte. II. Amministrazione e contabilità degli istituti d'istruzione (L. Brasca).

1100. Cooper, Clayton Sedgwick. Modern ideals in American education. Educational foundations, 27: 12-21, September 1915.
1101. Deutscher lehrerverein. Pädagogische zentrale. Entwurf eines Fragebogens zu periodischen Erhebungen über den Fortschritt der Verbesserungen der öffentlichen Volksschulen im Deutschen Reich. Im Auftrage der pädagogischen zentrale des Deutschen Lehrervereins bearbeitet von Aloys Fischer. Zeitschrift für pädagogische Psychologie und experimentelle Pädagogik, 15: 454-65, September/October 1914.
Schema of a proposed school survey in the form of a questionnaire.
1102. Duval, P. Les programmes de l'enseignement primaire et la guerre. Revue pédagogique, 66: 455-73, June 1915.
A detailed account of the modification of the content of subjects of study for the purpose of instilling the lessons of the European War.
1103. A handbook of the best private schools of the United States and Canada; an annual publication, 1915. Boston, P. E. Sargent [1915] 514 p. 12°. (Sargent's handbook series)
1104. Randall, A. W. G. The failure of Prussian education. Journal of education (London), 47: 561-62, 564, September 1, 1915.
Says that France is the most successful of all nations in combining "cosmopolitanism and an ineradicable sense of nationality," in its institutions of learning. In France emphasis is laid on culture; in Germany on erudition.
1105. Sadler, Michael E. Changes in English education since 1900. School and society, 2: 367-71, September 11, 1915.
1106. Schierbaum, Heinrich. Deutscher Geist für deutsche Schulen. Zeitschrift für lateinlose höhere Schulen, 26: 195-200, 7. und 8. Heft, 1915.
Condemns the still regnant Hellenic spirit in the schools and calls for the enthronement of the German spirit in German schools.
1107. Tews, J. Umschau. Die deutsche Schule, 19: 315-22, May 1915.
A counsel on the future of education in Germany after the War. Revolutionary changes not expected, but a movement in the direction of an education more democratic and closer to life.
1108. Wilkinson, Emma T. New idealism in elementary education. Education, 36: 34-45, September 1915.
A strong plea for better ethical training in the public schools.

PEDAGOGICS AND DIDACTICS.

1109. Burnham, William Henry. Bibliographies on educational subjects. 4. Experimental and general pedagogy. Worcester, Mass., Clark university press, 1915. 32 p. 8°. (Publications of the Clark university library. vol. 4, no. 5)
Bibliographies prepared by students of Clark university.
1110. Campagnac, Ernest Trafford. Studies introductory to a theory of education. Cambridge, University press, 1915. 133 p. 12°.
1111. Leupolt, Edmund. Der neue Lehrplan für die sächsischen Seminare. Pädagogische Zeitung, 44: 265-87, May 27, 1915.
1112. Mulford, Henry J. The beginnings of education. Buffalo medical journal, 71: 67-76, September 1915.
Second paper of series. Discusses the teacher and methods of teaching. Emphasizes the danger of fatigue. Shows the physiological effects upon the child.
1113. Ruediger, W. C. Is credit for quality sound? School review, 23: 450-54, September 1915.
Writer deplors the fact that many high school and college teachers have no "consistent grasp of educational theory, including the theory of motivation, and are therefore unable to bring student and subject vitally together."

1114. **Sleight, W. G.** Educational values and methods based on the principles of the training process. Oxford, Clarendon press, 1915. viii, 364 p. 12°.
1115. **Vom rechte des Kindes.** Schweizerische lehrerzeitung, 60 : 153-56, 163-65, 173-75, 186-87, May 8, 15, 22, 29, 1915. (To be concluded)
A critical examination by a conservative thinker of the libertarian tendencies in educational thought and practice represented by Ellen Key, Ludwig Gurlitt, Leon Tolstol, Berthold Otto.
1116. **Wyneken, Gustav.** Der krieg und die schule. Akademische rundschau, 3 : 293-305, May 1915.
The most radical thinker among German educators advocates a pedagogy and educational policy oriented by the forward look to the needs of the present. Page 303-05, an invitation by the editors to a discussion of Wyneken's article.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1117. **Chase, H. W.** The recent spelling test. North Carolina high school bulletin, 6 : 125-40, July 1915.
Some comments on the recent high school spelling test held in North Carolina.
1118. **Jessup, Walter A.** Standards and current practices. School and society, 2 : 137-43, July 24, 1915.
Theorists, investigators, and superintendents have for some time been critical toward the content, method of teaching, time expenditure, etc., in the teaching of arithmetic. While they are not perfectly agreed, yet there is sufficient agreement to make it worth while to know the extent of these agreements, which are set forth in this article.
1119. **Moore, Charles N.** On correlation and disciplinary values. School and society, 2 : 378-85, September 11, 1915.
Discusses particularly the literature on correlation between abilities in different school subjects.
1120. **Stark, William E.** Measurement of eighth-grade composition. School and society, 2 : 208-16, August 7, 1915.
This study is based upon compositions written by all members of the eighth grade in the public schools of Hackensack, New Jersey.
1121. **Tidyman, W. F.** A critical study of Rice's investigation of spelling efficiency. Pedagogical seminary, 22 : 391-400, September 1915.
The writer thinks that Rice's investigation offers little of direct, positive value to pedagogical theory and practice. Its greatest and, indeed, its monumental service to education must be that it raised questions and stimulated experimentation and criticism of existing practices.
1122. **Zeidler, C.** Beiträge zur psychologie des jugendwanderns. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 15 : 465-82, September/October 1914.
A study of the psychology of children's outing tours based on material gathered by the Pädagogische vereinigung of Hamburg.

SPECIAL METHODS OF INSTRUCTION.

1123. **Louisiana state university and agricultural and mechanical college.** Dept. of junior extension and home economics. Autostereopticon and moving picture machine for extension service in rural schools. Baton Rouge, Ramirez-Jones printing company, 1915. 14 p. illus. 8°. (University bulletin, Louisiana state university. vol. VI, n. s., no. 7)

SPECIAL SUBJECTS OF CURRICULUM.

1124. **Bagley, W. C.** Minimal essentials in geography and history. American school, 1 : 206-9, August 1915.
1125. **Chiles, E. E.** Oral exposition for colleges and high schools. English journal, 4 : 458-64, September 1915.

Discusses the technique of presentation in the longer theme work of the advanced high school student and of the beginner in college or university composition.

1126. **Colozza, Giovanni Antonio.** *La matematica nell'opera educativa.* Roma [[etc.] Società editrice Dante Alighieri di Albrighi, Segati & c., 1915. 197 p. 12°. (Biblioteca pedagogica antica e moderna italiana e straniera. vol. XXXIV)
1127. **Cooper, William A.** The direct versus the indirect method of teaching modern languages. *Education*, 36:1-10, [September 1915.
 ■A plea for the direct method. Says that the only proper way "to learn to read a foreign language is to learn to understand it directly, without any thought of translation."
1128. **Earhart, Gertrude and Small, Jennie.** English in the elementary school. *Elementary school journal*, 16:32-43, September, 1915.
 Experiment carried on in the Boise elementary school, Boise, Idaho.
1129. **Foster, William Horton.** *Debating for boys.* New York, Sturgis & Walton company, 1915. 175 p. 12°.

 "A simple, unpretentious manual designed to help boys to debate efficiently."—Pref.
1130. **Haley, James P.** The art of teaching art. *School-arts magazine*, 15:9-13, September 1915.
 To be concluded next month.
 An address before the American federation of arts, Washington, D. C., 1915.
 Tells how the School art league of New York City is trying to rouse an interest in its art museums, on the part of many hundreds of school children.
1131. **Hodgson, Elizabeth.** The adolescent's prejudices against the classics. *English journal*, 4:427-38, September 1915.
 In order to develop imagination students should read dramatically the most effective parts of novels and plays, and should practice visualization of all sorts.
1132. **Jordan, David Starr.** The teacher and war. *School and society*, 2:289-97, August 28, 1915.
 Substance of the address delivered by the president of the National education association, Oakland, Cal., August 16, 1915.
1133. **Kelsey, Raynor W.** Recent changes in the teaching of history in the colleges and universities of the middle states and Maryland. *History teacher's magazine*, 6:207-10, September 1915.
1134. **Larzere, Claude S.** The study of state history, with illustrations from Michigan. *History teacher's magazine*, 6:199-203, September 1915.
1135. **Leavitt, Frank M. and Brown, Edith.** English for prevocational boys. *Elementary school journal*, 16:22-31, September 1915.
 Recites purposes of a full twelve-year course: reading for entertainment, etc. To be concluded.
1136. **Leoni, Carlo.** *La matematica nel suo insegnamento primario e secondario.* Milano, F. Vallardi [etc., etc.] 1915. 256 p., 12°. (Biblioteca enciclopedica Vallardi. Biblioteca pedagogica 4)
 Bibliography: p. 253-256.
1137. **Lewis, Howard T.** The social sciences in the secondary schools. *School review*, 23:455-64, September 1915.
 Declares there are good reasons for making the ends of education three—vocational, political (including the sociological), and cultural. Writer says that any system of education that fails "to perform all three of these in form adapted to the particular student in question fails to perform the function for which it was created."
1138. **McCorkle, Charles E.** The teaching of current events. *Pedagogical seminary*, 22:413-23, September 1915.
 Gives the outlines and methods of teaching current events in a few cities. Thinks they are worthy of careful consideration.
1139. **Mahin, Helen O.** The study of English composition as a means to fuller living. *English journal*, 4:445-50, September 1915.

1140. **Meredith, A. B.** On the teaching of literature. *Educational foundations*, 27: 22-31, September 1915.
Discusses the preparation of the class for a literature lesson, reading aloud, talking about a selection, memorizing, reproducing in one's own language, and the library.
1141. **Reeve, W. D.** Exhibit of high-school mathematics—its history and educational value. *School and society*, 2: 191-97, August 7, 1915.
The purpose of the article is "to show that mathematics can be made practical, that it has been made interesting, and that mathematics exhibits are a means of increasing both interest and efficiency in mathematics."
1142. **Smith, David Eugene.** Problems about the war for classes in arithmetic. With an introduction by Paul Monroe. New York, 1915. 23 p. 8°. [Carnegie endowment for international peace. Division of intercourse and education. Publication no. 7]
1143. **Snowball, F. G.** Handwork and modelling in connection with the teaching of history. *School world* (London), 17: 323-29, September 1915.
Gives interesting illustrations of models.
1144. **Stevens, W. J.** Geography in the St. Louis elementary schools. *Journal of geography*, 14: 13-19, September 1915.
Recommendations of the committee on geography of the St. Louis public schools.
1145. **Turner, E. B.** Greek in London. *Educational times* (London), 68: 339-42, September 1, 1915.
A somewhat unique presentation of the advantages and disadvantages of studying Greek.
1146. **Williams, M. Ida.** Anything new in high-school English? *English journal*, 4: 439-44, September 1915.
Work in the Pasadena (Cal.) high school. Opinions of students regarding the course in current literature.

KINDERGARTEN AND PRIMARY SCHOOL.

1147. **Klingensmith, Annie.** The distinctive features of the primary schools of Gary. *Primary education*, 23: 414-16, September 1915.
1148. **Smith, H. Bompas.** Conference on new ideals in education. *Educational times* (London), 68: 334-36, September 1, 1915.
A review of the Montessori system.

RURAL EDUCATION.

1149. **Brown, Horace G.** What functions in the rural school? *Education*, 36: 20-33, September 1915.
Describes the work of a rural school teacher in New England; cooperation with parents, etc.
1150. **Elliff, Joseph Dolliver and Jones, Abner.** A study of the rural schools of Saline County, Missouri. Columbia, Mo., University of Missouri, 1915. 32 p. map. 8°. (The University of Missouri bulletin, vol. 16, no. 22. Education ser. 11)
"Bibliography of school surveys": p. 29-32.
1151. **Kent, Raymond A.** Rural school support. *School education*, 35: 4, 32, September 1915.
This discussion will be continued in subsequent articles.
The writer, in his work as secretary of the Educational commission of Minnesota, collected some interesting data which is given in this article.
1152. **Wadsworth, Francis G.** Present activities in rural school administration in Massachusetts. *American school*, 1: 182-84, July 1915.
"An agent of the Massachusetts Board of Education explains the plans now in operation there to improve the administration of the rural schools."

SECONDARY EDUCATION.

1153. **Burns, James A.** Catholic secondary education in the United States. Columbus, Ohio, Catholic educational association, 1915. 66 p. 8°. (Catholic educational association bulletin, vol. 11, no. 4, August 1915)
Contains statistics of Catholic secondary schools in the United States.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1154. **Bolton, Frederick E.** Higher standards of preparation for teaching. Education, 36:46-49, September 1915.
Reclies the requisites for teaching. Says that rural school teachers should have at least the academic preparation represented by a four-year high school course.
1155. **Gregg, F. M.** Making a teachers' institute worth while. Middle-West school review, 8:5-7, August 1915.
The writer says that if the teachers' institute is to survive as an educational agency there are four factors necessary—an enterprising conductor, a carefully constructed program, strong and inspiring instructors, and a participating body of institute patrons.
1156. **Meyer, Arthur William.** Leaves of absence in American universities. School and society, 2:456-60, September 4, 1915.
A questionnaire concerning leave of absence was sent to 72 American universities. Gives a summary of the 61 replies received.
1157. **Pritchett, Henry S.** Ten years of college pensions. Independent, 83:361-63, September 13, 1915.
Discusses the pension system of the Carnegie foundation for the advancement of teaching. What it has accomplished during the past ten years. The Foundation as investigator.
1158. **Williams, H. H.** The good teacher. North Carolina high school bulletin, 6:111-24, July 1915.
A lecture delivered before the University of North Carolina summer school for teachers, June 22, 1915.

HIGHER EDUCATION.

1159. **Aley, Robert J.** The college and the freshman. School and society, 2:152-54, July 31, 1915.
Abstract of an address delivered at the Castine conference of school principals and superintendents.
The writer believes that freshmen in our colleges would fare better if (1) The colleges spent a larger proportion of their income for freshman instruction; (2) The numbers in a freshman section did not exceed thirty; (3) The lecture method were abolished, except where a written or oral quiz is given upon each lecture; (4) The teachers cultivated more sympathy and thus induced a better spirit of cooperation; and (5) The student, his parents, and the school from which he came, were kept accurately informed of his progress.
1160. **Canby, Henry S.** The colleges and mediocrity. Harper's magazine, 131:423-28, August 1915.
Writer contends that until democracy reaches the level of its opportunities, or is proved a failure, the problem of mediocrity will continue to exist.
1161. **Dealey, Hermione L.** A comparative study of the curricula of Wellesley, Smith and Vassar colleges. Pedagogical seminary, 22:347-76, September 1915.
Bibliography: p. 374-76.
The purpose of this paper is "to give the results of a practical investigation of the curricula of Wellesley, Smith and Vassar colleges, and, on the basis of the studies actually elected by the students, to ascertain the direction of the modern college girl's development."
1162. **Dickey, Frank A.** Academic fees in the United States. Educational review, 50:136-43, September 1915.

1163. **Gray, A. A.** The junior college in California. *School review*, 23:465-73, September 1915.
Emphasizes fact that the future of the junior colleges in California is bright and their field of work extensive. Says their work must be complete in itself - a preparation for citizenship and not for the higher educational instruction.
1164. **Kolbe, Parke R.** The relation of the municipal university to the educational system. *School and society*, 2:186-91, August 7, 1915.
A paper read before the North central association of colleges and secondary schools in Chicago, March 1915.
1165. **Kunkel, B. W.** The distinction of college graduates. *School and society*, 2:316-24, August 28, 1915.
A study of the eminence of alumni as represented by their appearing in "Who's who."
1166. **Lawrence, William Witherle.** The humanities and the American university. *Columbia university quarterly*, 17:301-15, September 1915.
1167. **Lodge, Henry Cabot.** A modest plea for the "humanities." *Harvard graduates' magazine*, 21:58-64, September 1915.
Address delivered at the Radcliffe commencement on June 23, 1915.
1168. **McCrea, Nelson G.** Entrance examinations in Latin. *Educational review*, 50:120-35, September 1915.
An analysis of the results of the recent examinations in Latin of the College entrance examination board. Paper read at the 10th annual meeting of the Classical Association of New England, Boston, April 10, 1915.
1169. **Nicolson, Frank W.** Success in college and in after life. *School and society*, 2:229-32, August 14, 1915.
A study of the careers of graduates of Wesleyan university which proves that there is a direct relation between success in college and in after life.
1170. **Ramsay, W. M.** The making of a university; what we have to learn from educational ideals in America. London, New York [etc.] Hodder and Stoughton, 1915. 46 p. 8°.
In his preface the author states that the book contains "the story of how an American college was created by the faith and work of one man" referring to Grove City college and Dr. Isaac Conrad Ketter.
1171. **Seaton, John Lawrence.** The function and the opportunity of the church college. *Christian student*, 16:81-87, August 1915.
1172. **Sims, John F.** Berea college. *American school*, 1:185-86, July 1915.
"The president of a Wisconsin normal school gives an account of a visit to Berea college and of the notable work which is being done there."
1173. **Sturtevant, J. H.** The University of Wisconsin. *Educational review*, 50:109-19, September 1915.
Discusses the "Wisconsin idea," the management of the university, etc. A defense of the governor of Wisconsin and others who favor a "central board of education" for Wisconsin.

SCHOOL ADMINISTRATION.

1174. **Bachman, Frank Pulerbaugh.** Problems in elementary school administration; a constructive study applied to New York city. Yonkers-on-Hudson, N. Y., World book company, 1915. x, 274 p. tables. 8°. (School efficiency series. Ed. by P. H. Hanus)
1175. The classification of school accounts. The system devised by Mr. R. H. Thomas, Portland, Oreg. *American school board journal*, 51:48, 57-58, 60, September 1915.

1176. **Cubberley, Ellwood P.** Desirable reorganizations in American education. *School and society*, 23:397-402, September 18, 1915.

Writer says that the demand is for intelligent professional leadership, which can be secured by the erection of larger administrative units, the elimination of politics in the selection of experts, and the concentration of larger authority in the hands of those who will really represent the interests of the children.

1177. **Orfield, Matthias Nordberg.** Federal grants to the states with special reference to Minnesota. Minneapolis, University of Minnesota, 1915. v, 275 p. 8°. (Studies in social sciences no. 2)

Bulletin of the University of Minnesota, March, 1915.

SCHOOL MANAGEMENT.

1178. **Bruce, W. H.** The use and abuse of the examination. *Texas school journal*, 32:9-11, 42-43, 45, 46, June 1915.
1179. **Keith, John A. H.** The improvement of the course of study through organization. *School and society*, 23:259-65, August 21, 1915.

SCHOOL ARCHITECTURE.

1180. **Ittner, William B.** The cost of school buildings. *American school board journal*, 51:17, 69, August 1915.

Paper read before the National association of school accounting officers, May 18, 1915.

SCHOOL HYGIENE AND SANITATION.

1181. **Baker, S. Josephine.** Health of school children. *Mother's magazine*, 10:49-50, 95, September 1915.

The writer, who is Director of child hygiene of the Department of health of New York City, mentions the defects of school children that are the object of most systems of school medical inspection. She says that acute illness is readily recognized by the child's family, but that the school doctor gives attention to the half hidden physical defects.

1182. **[Gumprecht, Ferdinand]** Das volksbad auf dem dorfe; eine verbindung mit dem schulhaus. *Das Schulhaus*, 17:167-80, heft 5, 1915.

Full résumé of Dr. Gumprecht's address at the general meeting (May 1915) of the Deutsche gesellschaft für volksbäder, published in its "Veröffentlichungen". Plans and illustrations.

1183. **Uberti, Francesco.** La cultura sanitaria del maestro e dell'educatore. Casale Monferrato, Tipografia popolare, 1915. 551 p. illus. 8°.

SEX HYGIENE.

1184. **Brown, Anna L.** Sex education in the Young women's Christian association. *Social hygiene*, 1:581-88, September 1915.
1185. **Exner, M. J.** Sex education by the Young men's Christian associations in universities and colleges. *Social hygiene*, 1:570-80, September 1915.

SOCIAL ASPECTS OF EDUCATION.

1186. **Böhm, A.** Staat und erziehung. Ein beitrag zur lösung der frage auf geschichtlicher grundlage. *Pädagogische studien*, 36:75-91, 2. heft, 1915.

A contrast and weighing of "sozialpädagogik" and "individualpädagogik." The historical basis consists only in a comparison of Plato's and Herbert's doctrines on the relation of the state to the individual and education.

1187. **Chabot, Charles.** La patrie et le droit de l'enfant. *Révue pédagogique*, 66:437-54, June 1915.

A searchingly philosophical discussion of the relation of fatherland and child which leans strongly toward counseling a check of dominant individualistic tendencies in education.

1188. **Cummings, F. L.** Fitting a high school into a community. *American school board journal*, 51: 15-16, 69, August 1915.

Describes briefly an attempt that is being made in Flathead county, Montana, by the Flathead county high school, to meet the needs of the community, and so to justify in a new way the school's existence.

1189. **Merlini, Angelo.** Il patronato; manuale per l'organizzazione ed il funzionamento del patronato scolastico comunale, ed delle opere di educazione e di coltura popolare. Milano, Unione italiana dell'educazione popolare [1915] 352 p. 12°. (Biblioteca dell'Unione italiana dell'educazione popolare)

An explanation of the law of 1911 authorizing the formation of a board, "patronato scolastico," in every city in Italy, the object being to give assistance to the pupils of the public schools.

1190. **Stitt, Edward W.** New York schoolhouses as social centers. *Mother's magazine*, 10: 26-28, 96, September 1915.

CHILD WELFARE.

1191. **Doherty, William J.** A study of results of institutional care. New York City, Dept. of child-helping of the Russell Sage foundation, 1915. 18 p. 8°. (Russell Sage foundation, New York. Pamphlet. CH20)

A paper read before the Children's section of the National conference of charities and correction, Baltimore, Md., May 18, 1915.

MORAL EDUCATION.

1192. **Pace, Edward A.** Education and the constructive aim. *Constructive quarterly*, 3: 584-602, September 1915.

Says that the neglect of religious training has made it harder to secure in education a basis for social morality.

RELIGIOUS EDUCATION.

1193. **Fowler, Henry Thatcher, and Peritz, Ismar J.** The content of an ideal curriculum of religious instruction for colleges. *Religious education*, 10: 355-61, 362-65, August 1915.

1194. **Ireland, John, Archbishop.** Catholic schools for Catholic youth. *Catholic educational review*, 10: 97-112, September 1915.

Address delivered at the annual meeting of the Catholic educational association, June 29, 1915.

1195. **Kent, Charles Foster.** Training the college teacher. The training essential to efficiency in Biblical teaching in colleges and universities. *Religious education*, 10: 327-32, August 1915.

1196. **O'Neill, Francis.** The Catholic educational convention. *Catholic world*, 101: 788-93, September 1915.

Résumé of the sessions of the convention, held in St. Paul, Minnesota, in June 1915.

1197. **Stearns, Wallace N.** The Fargo college plan for a department of religious education. *Religious education*, 10: 365-68, August 1915.

Gives the subject-matter taught and the credit given in the department of religious education of Fargo college.

MANUAL AND VOCATIONAL TRAINING.

1198. **National society for the promotion of industrial education.** Proceedings eighth annual meeting, Richmond, Va., December 9-12, 1914. New York City, 1915. 245 p. 8°. (Alvin E. Dodd, secretary, 140 West 42d St., New York, N. Y.)

Contains: 1. Miner Chipman: Fundamentals in education for department stores, p. 15-20. 2. Beulah E. Kennard: The work of the department store education association, p. 21-26. 3. Lucinda W. Prince: Training for salesmanship, p. 27-35. 4. The Richmond survey, p. 43-91.

5. Samuel Compers: The attitude of the American federation of labor toward industrial education, p. 107-17. 6. Royal Meeker: The need for specialized vocational training, p. 118-24. 7. J. H. Cohen: The protocol and industrial education, p. 127-33. 8. Lewis Gustafson: The recognition of industrial education for apprentices by organized labor, p. 134-43. 9. A. L. Williston: How shall industrial education be organized to meet varying community needs? p. 153-59. 10. F. E. Mathewson: The evening technical and industrial high school, p. 165-73. 11. M. B. King: Short unit courses, p. 174-79. 12. R. O. Small: Trade and technical schools, p. 185-99. 13. Elizabeth Cleveland: Vocational training as a preparation for the "woman in the home," p. 203-8. 14. R. C. Stearnes: The present legal status of industrial and vocational education in Virginia and what legislation is needed to supplement it, p. 211-19. 15. C. A. Prosser: What other states are doing in legislation for vocational education, p. 220-26.
1199. **Barney, Edgar S.** What the teacher can and should do to promote industrial education. Manual training and vocational education, 17: 6-13, September 1915.
"Shows how the classroom teacher may and should enrich the instruction by the use of industrial material. He should give concrete, local problems, and utilize the experience by real work."
1200. **Griffith, Ira S.** The boy or the trade as an aim? Manual training and vocational education, 17:1-5, September 1915.
Paper read before the Western drawing and manual training association, Chicago, 1915.
Thinks that both the boy and the trade should be the aim; that the subject-matter should be determined by social conditions, and that the method of teaching it should be determined by the child's nature.
1201. **Jenkins, Alfred H.** Educational handwork or manual training. London, W. B. Clive, 1915. 229 p. illus. 16°.
1202. **Leavitt, Frank M.** The inauguration of pre-vocational classes. American school board journal, 51: 11-13, 65, September 1915.
1203. **Levitas, Arnold.** The value of elementary trade education. School and society, 2: 278-87, August 21, 1915.
Speaks especially of trade education in New York City.
1204. **McKinney, James.** Manual training ideals of yesterday, today, and tomorrow. Industrial-arts magazine, 4: 142-44, October 1915.
1205. **Mac Nary, Egbert E.** Beginners in trade schools. Manual training and vocational education, 17: 14-28, September 1915.
"The present article is an especially important contribution to the discussion of methods, first, because it is the result of several years' of careful experiment and thoughtful study and, second, because the results presented will seem quite revolutionary to many of our readers."
1206. **Prosser, C. A.** Vocational work in the rural school. School education, 35: 5, 30, 32, September 1915.
"Conditions in rural communities have changed, and the little red schoolhouse which was adequate in the past must now give the vocational training which the boy used to be able to secure through his environment." Gives some suggestions concerning vocational work in rural schools.

VOCATIONAL GUIDANCE.

1207. **Bate, W. G.** Vocational guidance in a small city. American school board journal, 51: 11-12, August 1915.
A short summary, pointing out the essential parts of the plan followed in Mankato, Minnesota, in attempting to establish some feasible system of vocational counseling and guidance in a town of 15,000 with a high school enrollment of 500.
1208. **Bloomfield, Meyer, ed.** Readings in vocational guidance. Boston, New York [etc.] Ginn and company [1915] 723 p. 8°.
A collection of "magazine articles, addresses, and other contributions to the literature of the subject, many of them not published elsewhere."
1209. **Lewis, E. E.** The aims of vocational guidance. Midland schools, 30: 17-20, September 1915.

1210. **Miner, James B.** A vocational census of college students. Educational review, 50:144-65, September 1915.

"The fundamental purpose of the census was concerned with the student's first preferences for their future occupations." Work done at the University of Minnesota. Presents interesting statistical tables.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1211. **Hamilton, Robin Lynn.** The high school lunchroom a market for the domestic science kitchen—a real business for the commercial department. Industrial-arts magazine, 4: 154-58, October 1915.

Tells of a plan of cooperation between the domestic science kitchen and the lunchroom which has been in operation in the high schools of Sioux City, Iowa, since October 1914.

1212. **Hummel, W. G.** Utilization of land by high schools teaching agriculture. Part II. Home projects. University of California chronicle, 17:309-19, July 1915.

1213. **Lane, C. H. and Heald, F. E.** Correlating agriculture with the public schools in the northern states. Washington, Government printing office, 1915. 42 p. 8°. (U. S. Department of agriculture. Bulletin no. 281)

Suggests ways and means by which the public school teacher may utilize home projects in correlating agriculture and farm problems with the regular school work. Illustrated.

1214. **Stimson, Rufus.** The Massachusetts home project plan of vocational agricultural education. School review, 23:474-78, September 1915.

A striking feature of the work for 1914 was the fact that 235 boys, in connection with good work at school, earned sums amounting to over \$42,000, all but about \$4,000 from farm work.

SCHOOL GARDENS.

1215. **Jarvis, C. D.** Children's backyard gardens under school supervision. Craftsman, 28:569-73, September 1915.

Work of the U. S. Bureau of education in promoting school gardens, etc.

PROFESSIONAL EDUCATION.

1216. **Marston, Anson.** The relation of the engineering schools to the profession, the state and the public. Bulletin of the Society for the promotion of engineering education, 6:68-81, September 1915.

Presidential address at the twenty-third annual meeting of the Society for the promotion of engineering education held at Ames, Iowa, June 22 to 25, 1915.

EDUCATION OF WOMEN.

1217. **Hughes, Helen Sard.** Can women make good? School and society, 2: 336-44, September 4, 1915.

The proportion of honors awarded to women decrease in the graduate years and the proportionate amount of scholarly production is far smaller than the proportion of women receiving academic awards. The writer says that there are three commonplace factors that are as essential to academic success as intellectual gifts and they are health, money and time. These three factors operate against the academic success of women.

1218. **McVea, Emilie W.** The effect of recent educational developments upon the higher education of women. Education, 36:11-19, September 1915.

Writer says that a college education is increasingly essential to leadership in business or professional life. Schools and colleges should adjust themselves to the actual conditions of life. Training and efficiency and not sex should be the test of fitness for any professional or business career.

1219. **Young, Rose.** Your daughter's career. Good housekeeping magazine, 61: 308-15, September 1915.

Journalism for women.

NEGRO EDUCATION.

1220. **Ashmore, Otis.** A Savannah school of industry. Southern workman, 44: 485-90, September 1915.

Work of the new Cdyler street school, Savannah, Georgia, which has accommodations for one thousand pupils. Devoted to the industrial education of colored children.

EDUCATION OF DEAF AND BLIND.

1221. **Fryer, John.** The education of the Chinese blind. A paper read before the convention of the American association of instructors of the blind and American workers for the blind held at Berkeley, California, June 28th to July 3rd, 1915. [Berkeley, Cal., 1915] 12 p. 8°.

1222. **Hilliard, Ethel M.** Practical demonstration with pupils of the Central institute for the deaf, at St. Louis. Volta review, 17: 345-50, September 1915.

A demonstration arranged to exhibit "the possibility of teaching deaf children, whether congenitally or adventitiously deaf, to speak and to read the lips, and to receive their education by means of exclusively oral methods."

EXCEPTIONAL CHILDREN.

1223. **Bancroft, Margaret.** Collected papers of Margaret Bancroft on mental subnormality and the care of mentally subnormal children. Philadelphia, Ware brothers company, 1915. 102 p. 8°.

1224. **Johnson, Elisa.** Special classes for misfit pupils. Pennsylvania school journal, 64: 17-21, July 1915.

Says that individual help for misfits should be met by establishing ungraded or coaching departments in every school. Shows how the coaching departments in Pittsburgh are conducted.

1225. **Kelynack, Theophilus Nicholas, ed.** Defective children. London, J. Bale, sons & Danielsson, Ltd., 1915. xvi, 462 p. 8°.

"References" at end of each chapter.

1226. **Wallin, J. E. Wallace.** The problem of the feeble-minded in its educational and social bearings. School and society, 2: 115-21, July 24, 1915.

An address delivered, in substance, before the Women's council of St. Louis, April 1, 1915.

1227. **Witmer, Lightner.** The exceptional child and the training of teachers for exceptional children. School and society, 2: 217-29, August 14, 1915.

EDUCATION EXTENSION.

1228. **McClenahan, Bessie A.** Social service by a state university. Survey, 34: 485-87, August 8, 1915.

Work of the bureau of social welfare, extension division, of the University of Iowa. Service is rendered to a community only on the invitation of a responsible local organization. Such service consists of community surveys and the outlining of social programs, etc.

1229. **Beber, Louis E.** University extension—its scope and administration. School and society, 2: 145-52, July 31, 1915.

National extension conference, March 11, 1915.

LIBRARIES AND READING.

1230. **California.** State library, Sacramento. California library service. Economical, equal, complete . . . Sacramento, California state printing office, 1915. 27 p. map. 8°.

Compiled to explain the California library service in connection with the map exhibited at the Panama-Pacific international exposition.

1231. Kerr, Willis H. The library as the English laboratory. School and society, 2:121-24, July 24, 1915.

Presented before the Kansas association of teachers of English, Topeka, November 13, 1914.

1232. Library journal, vol. 40, no. 9, September 1915. School number.

Contains: 1. Mary E. Hall: The development of the modern high school library, p. 627-32. 2. C. C. Certain: The status of the library in Southern high schools, p. 632-37. 3. Mary E. Downey: Teaching the use of the library, p. 637-40. 4. J. F. Hosc: Standardization of library training in normal schools, p. 640-43. 5. Qualifications of high school librarians, p. 643-45. 6. A year of high school library progress, p. 645-47.

1233. Sanders, W. H. The high school student and the dictionary. Educational review, 50:175-83, September 1915.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1234. Adjustment between kindergarten and first grade, including a study of double sessions in the kindergarten; by Luella A. Palmer. Washington, 1915. 36 p. (Bulletin, 1915, no. 24)

1235. Bibliography of education for 1911-12. Washington, 1915. 151 p. (Bulletin, 1915, no. 30)

1236. A comparative study of the salaries of teachers and school officers. Washington, 1915. 126 p. (Bulletin, 1915, no. 31)

1237. The extension of public education. A study in the wider use of school buildings; by Clarence Arthur Perry. Washington, 1915. 67 p. plates. (Bulletin, 1915, no. 28)

1238. Opportunities for foreign students at colleges and universities in the United States; by Samuel Paul Capen. Washington, 1915. 216 p. plates. (Bulletin, 1915, no. 27)

1239. Problems of vocational education in Germany, with special application to conditions in the United States; by George E. Myers. Washington, 1915. 42 p. (Bulletin, 1915, no. 33)

1240. Public, society, and school libraries. Washington, 1915. 258 p. (Bulletin, 1915, no. 25)

1241. The school system of Ontario with special reference to the rural schools; by Harold W. Foght. Washington, 1915. 58 p. (Bulletin, 1915, no. 32)

1242. The schoolhouse as the polling place; by E. J. Ward. Washington, 1915. 25 p. (Bulletin, 1915, no. 13)

1243. Secondary schools in the states of Central America, South America, and the West Indies: scholastic scope and standards; by Anna Tolman Smith. Washington, 1915. 40 p. (Bulletin, 1915, no. 26)

1244. A statistical study of the public schools of the Southern Appalachian mountains; by Norman Frost. Washington, 1915. 71 p. plates. (Bulletin, 1915, no. 11)

1245. Statistics of certain manual training, agricultural and industrial schools, 1913-1914. Washington, 1915. 79 p. (Bulletin, 1915, no. 19)

1246. The truant problem and the parental school; by James S. Hiatt. Washington, 1915. 35 p. (Bulletin, 1915, no. 29)